THE COLLABORATIVE LANGUAGE LEARNING (CLL) APPROACH: PROCESS AND EFFECTS IN PAKISTANI ESL CONTEXT

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ABSTRACT

In the context of Pakistan, the public-school level learners usually do not communicate effectively and confidently in English even though they learn English language from their early stage of academic life. It has been observed that they have little command on English especially in speaking skills. Keeping in mind the effectiveness of collaborative language learning approach, this study seeks to implement CLL strategies in classroom. The aim of this research is to check whether this social constructed approach is beneficial for Pakistani students in effectively enhancing their speaking skills. Another purpose is to examine how this approach can be helpful in learning oral skills of English language in Pakistani environment. To achieve the purpose of this study, a quasi-experimental study was employed using pre-test and post-test to determine the language competence of the learners. This experimental study consists of three phases: pretest, intervention and posttest. The pretest was held at the beginning to check the existing language knowledge of the learners based on traditional method. Then experimental phase was conducted. Further, at the end of the study, the posttest was administered to assess if the CLL approach supported the learners' communicative proficiency in English. The findings revealed that the participants of experimental group in Group discussion activity (M=7.025, SD=.5955) performed better than the control group (M=5.915, SD=.6862). Similarly, in Picture description activity the experimental group (M=7.165, SD=.7625) performed better than the control group (M=6.400, SD=.8367). However, this research suggest that the teachers should improve their teaching methodology while teaching English and provide learners collaborative environment in the classrooms. This study is expected to be helpful for the ESL teachers, students and future researchers.

Keywords: collaborative language learning, implementation, speaking skills, scaffolding, public school.

INTRODUCTION

A language is a tool to communicate in a society to give information and to express our ideas. The importance of English has significantly enhanced in our context because it has gained the status of second language and is being used as a source of communication in almost all private and public institutes. Since teaching has the critical role in facilitating the acquisition of English this process is not only transmitting new information to the learners it is to enable them to read, write and speak fluently.

The purpose of this study is to analyze whether CLL improve the performance of students' speaking skills in public school or not. Speaking is an active skill, and it plays crucial role in communication process. Through speaking, people can share ideas, knowledge and maintain their relationship by connecting to others. People can build up and share meaning through verbal and nonverbal communication in a variety of context (Chaney, 1998). This active skill has important relation in communication. Speaking requires effort to communicate confidently and fluently. Having good competency in speaking makes the communicative process more effective. It requires the appropriate use of vocabulary items. It also focuses correct use of pronunciation, fluency in producing expressions, rhythm, intonation and stress. Overcoming all these aspects makes learning language skills as the most difficult task for both students and teachers (Brown and Yule, 1999). Teaching speaking according to Nunan (2003) means to talk about teaching learners to

1. Select appropriate vocabulary items according to context.
2. Organize words in such a way that it makes sense to the listener.
3. Share knowledge in order to express ideas.
4. Use the language fluently.

Oral communication includes both speaking and listening skills. However, in teaching- learning process, the secondary importance is given to listening skill as compared to speaking skill. Though listening is a difficult skill as compared to other skills. (Vandergrift, 1999). If listening is treated as a passive skill in learning a language, the purpose of successful communication will be failed. When we talk about foreign or second language, the goal of effective listening would be more challenging. According to Saricoban (1999) the listener should employ the 'enabling skills' which help the learner to make a guess at new vocabulary.

Johnson and Johnson (2008) argue that CLL is based on grouping students together to accomplish their goals. So, they are responsible for every learning process. They are not supposed to develop their own skills but also focus on the other students' skills. According to Slavin (1980) cooperative or collaborative learning means students working together in a small group to perform a task solve a problem and given reinforcement based on the performance. Teacher's role is different in collaborative learning as they only facilitate learners to accomplish their goals. This method is considered learner-based instead of teacher-centered. In the process of development of learner's skills, the teacher plays a crucial role to teach effective learning. Grouping students must be done with interest, though it is a complicated process.

Some aspects must be taken into consideration while grouping learners and these are cultural backgrounds, learning process and personalities of the students. For CLL learning, the instructor must create engaging environment in classroom e.g. distributing roles to each learner, building tasks and grouping students. When the learners are working collaboratively, the instructor is considered as a controller and motivator. The instructor must move around the class to help learners if they needed. During the process of moving around in a class (Harel, 1992) the teacher supports, clarifies, teaches, emphasizes, questions and refocuses. Facilitators encouraging the groups to solve their own problems, observing learners, encouraging thinking, giving feedback and managing conflicts.

Many studies have been conducted on intermediate and graduation level, but no one is conducted on implementing collaborative language learning at matric level learners in public school of Lahore. This study aims to investigate how the students learn to effectively communicate in English language through CLL methods in public school. Listening and speaking skills are neglected by the teachers because of their traditional way of teaching. It also focuses to examine the difference between pretest and posttest performance of the students whether the collaborative language learning enhance speaking skills of the participants or not. This study is attempted to filling the gap by implementing collaborative language learning method in enhancing speaking skills. Overall, this research is trying to check whether the CLL approach is useful within our academic

environment in public school or not. Yet all skills would be a part of this study i.e., listening, reading, speaking and writing but it is important to mention that the main focus is on the communicative skills of the students as it is not given much importance in public schools.

Objectives of the study
This study has the following objectives:
1. To assess the effectiveness of existing teaching methodologies mainly grammar translation method.
2. To explore the effectiveness of CLL in teaching English speaking skills to the learners.
3. To identify difficulties that may obstruct the application of CLL.
The study intends to assess the implementation of CLL in enhancing speaking skills at matric level students in Pakistan. Listening and speaking skills are ignored by the teachers because of their traditional way of teaching. Mostly teachers implement the same methodology for years in which the center of attention is given to reading and writing skills. The major problem about the current English language teaching methodology used in public schools is that the teachers do not provide learners opportunity to communicate in English language. They can read and write but they are unable to speak English language confidently and fluently.
Teacher's methodology has a great impact on students' performance because school level is a very initial stage for students to learn effectively. Keeping in mind all these points, the collaborative language learning approach is the focus of this study to check whether the students improve their communicative skills after implementing this approach or not. CLL method as opposed to traditional method of teaching has some benefits when the students socially interact with each other (Levine, 2002). Social interaction among learners is very useful for our students to their language development (Mackey, 2007). It is believed that learners who interact with one another in and outside the classroom can speak better as compared to other students who always keep silent (Khadidja, 2010).

LITERATURE REVIEW
Collaborative Learning and Teaching ESL
Teaching English as a second language (ESL) through collaborative small group learning can promote interaction to benefit all learners. To get results better, instructors often use variable of second language competency when making heterogeneous groups. This means that more skilled learners will facilitate comprehension of their less competent fellows. The collaborative environment plays pivotal role in developing learners' interaction because these group activities provide learners with strategies to promote their learning. Through collaborative skills, ESL learners can improve their speaking skills such as slower speed of speaking, communication breakdowns, explanation of words and asking for repetition. The collaborative environment also proves useful when learners understand the input they have received from others (Jacobs, 2002).

Interaction and Sociocultural Theory
Learners starts creating his own knowledge as well as understanding the world around him through interactions with others. According to Vygotsky, this evolution relates to mental development of a learner such as language, thought etc. He proposed two types of evolution of a child. According to him, every function appears 'twice' in the child social development, 'intrapsychology' and 'interpsychology'. Intrapsychology means inside the child and interpsychology refers to between people. These all affects equally to logical memory, voluntary attention and to the formation of ideas (Vygotsky, 1986). This signals that culture provides learner better way of understanding a language and it also gives dual contribution to the child's mental development.

The concept of more knowledgeable other (MKO)
Learners enhance their capability of learning with the guidance of 'More Knowledgeable Other'. It is also written as MKO. According to Vygotsky, the concept of learning occurs when the current knowledge/capability of learners is guided by more knowledgeable other. This can be adult, peer who has the higher ability level and have better understanding than other specifically in

regard to a relevant task. This MKO concept is linked with the sibling, peer and young person. The crucial role of 'more knowledgeable other' is that the person (adult, peer) must have more competence and knowledge about the relevant topic than the beginner does. It increases the students' cognitive ability by working in a group. The formation of new ideas only develops in zone of proximal development (ZPD).

Vygotsky asserts that the core of learning and teaching is in the surroundings which encourage the students to learn a new language. He claims that education has always been social in nature in every country. It was particular social environment who taught learners the new body of a language rather than tutors. This sociocultural environment relates to the cooperative in nature where socially constructive communities create the possible cognitive growth of a child. To fulfill the concept of social interaction, this role must be implemented by the teacher in the classroom environment. Thus, according to the Vygotsky the perfect job of the instructor is to provide learners collaborative environment that help them to complete their task (Hamilton, 1994).

The zone of proximal development (ZPD)

There is a need of comprehensive discussion about how Vygotsky's theory (ZPD) can prove to be effective in the learning process. Vygotsky (1978) defines ZPD as the gap between potential and actual development levels. The actual development as control through learning in isolation or solving a problem without the help of peer and the problem solving under adult guidance comes under potential development level or in collaborative learning with more potential peer. Obviously, if we do not use the devices, tools and techniques for the development of a child in learning process, we cannot succeed to make learners effective in communication.

Vygotsky's concept about the cognitive development of a child is, a learners' mind is not considered as Tabula Rasa upon which all his experiences can be imprinted and it cannot be an active intellect that develops his own understanding and creating his own proficiency alone. What he says that within second language learning, a learner is "an active constructor of his own learning but this is by means of social learning or collaborative learning, interaction and sharing knowledge among learners in social environment" (Yu, 2004).

Social interaction in a meaningful context plays a crucial role in learners' cognitive development. For instance, Irina remarks that collaborative environment is a key for the learners from the beginning of their life. She asserts that developing higher level education is only possible when there is social interaction among learners in their classroom. While working in ZPD we look at a way that a child interact socially that how shared knowledge has been achieved. It leads a child towards higher culturally mediated development.

Implementation of Sociocultural Theory through Scaffolding

There are many teaching techniques one of them is scaffolding that is used in English language classrooms. In the early years, the term scaffolding in parent-child talk use by many researchers such as Ross, Bruner and wood which led the students towards better understanding of a language (Gibbons, 2002). It is a process of organizing a situation to make the learners successful in every task then gradually pulling back the learner as he becomes mastered enough to control it (Bruner, 1983). Scaffolding are temporary structures that support workers physically and provide them to reach areas where they cannot reach on their own (Lange, 2002). It serves the same purpose in educational field by providing support to the learners to reach their goals with the help of more knowledgeable others (MKO). Many researchers understand the term scaffolding as it is a process by which an instructor provides support to their leaners with a temporary support for learning (Rasmussen, 2001). In short, it refers to a context where novice can participate in a group to extend his current knowledge and skills to higher level of competence.

Stuyf (2002) describes term scaffolding and how it relates to educational context. According to her, scaffolding provides individualized support to the learner through zone of proximal development (ZPD) where a more competent learner supports to facilitate learners' social development. This scaffolding theory is based on two foundations.

According to Raymond (2007) the first one is learning through social interaction and the other lies with the notion of ZPD that a subject could be taught practically to a learner by using scaffolding techniques because working in ZPD means helping a learner to achieve what he would not be able to achieve in isolation (Walqui, 2006).

Features of scaffolding

During the teaching-learning process, if the tasks are carefully planned and implemented by the teachers in the classroom, the learners need could be achieved. Some features of scaffolding are: contextual support, continuity, handover/takeover, inter-subjectivity, flow and contingency. Describing these features of scaffolding, (Walqui, 2006) elaborates 'continuity' as it refers to the repetition of the task with some changes, but they interlinked which means that activities are connected to each other. Another term stated by her is, 'contextual support' which means an encouraging environment where a learner can learn much of his knowledge and explore new ideas.

The next feature of scaffolding is 'inter-subjectivity' that refers to the mutual engagement between the individuals. It involves less feared or non-threatening environment in a shared group. Similarly, 'contingency' means to set up the tasks according to the needs or requirements of the students. It means that a teacher should design such activities that meets their level of proficiency. The ability and confidence of the students strengthens by actively engaging in activities. Once their confidence level increased, they are prepared to take over the task, respectively. Finally, when they get motivated with the group participation, challenges and skills are in balance, they more focus on the task and help each other, so the tasks are performed in a flow (Walqui, 2006).

Within second language learning context, Walqui, (2006) elaborates six types of instructional scaffolding. These include bridging, building schema, contextualization, modeling, developing meta-cognition and representing text. To give clear and implicit guidelines to the learners about a specific task is crucial for teaching-learning environment. For that purpose, modeling and demonstration of any activity could be of great opportunity for the beginners which would illustrate of what the learners are supposed to do. On the other hand, bridging refers to the concept that the students can only be able to learn something new if the knowledge they received built on already existed knowledge and understanding. Basically, in educational system, the term scaffolding refers to a bridge that depend upon the existing knowledge of the learners to reach at something that they are unaware of (Benson, 1997).

Educational implication of sociocultural theory

Many researchers have implemented Vygotsky's theory in different aspects of learning from general to specific skills. The previous studies show that Vygotsky sociocultural theory has been gaining momentum recently. Lantolf (2000) comments about the productivity of Vygotsky theory as, researchers working on second language learning problem (in particular), and educational problems (in general) have found sociocultural theory challenging but always informative and stimulating.

A research named as "Vygotskian approaches to understanding foreign language learner discourse during communicative tasks" by Brooks, analyzed a speech data produced by eight-pairs of Spanish students in an information gap type activity. The purpose of this study is to examine how speaking cooperatively enhances a shared knowledge between the learners. By the end of the research the study found the advantageous of Vygotsky theory towards second language speaking activity. During the interaction among learners, the students balance their own control over the activity. Small number of learners can considerably enhance their mental development through students' engagement in different speaking task (Brooks, 1994).

Another discussion by Drew (2008) in "Teachers as learner's incorporation sociocultural theory into second language teacher's education" drop attention to the successful second language learning by implementing Vygotsky's concept of internalization. When the teachers were being interviewed regarding teachers talk during the class, he states that the class should be dominated by the instructor until the students internalized the concept being taught. This sociocultural

concept of second language teaching can help instructors in motivating the learning process by taking learners backgrounds, identities into account.

Lev Vygotsky sociocultural theory

By Vygotsky, learning and behavior of individuals are affected by social and contextual issues. Humans are social and reflexive by nature therefore their behaviors and thoughts are sensitive to the complexities of the social world around him. There are three main principles of sociocultural theory. The first one is learning occur socially rather than cognitive development. Secondly, human learning process is a mediation that is based on tools used for the intellectual development of a child. These tools are organized by activities, cultural artifacts and concepts (Ratner, 2002). The third principal is learning occur with the zone of proximal development. Individuals having lower proficiency level can improve their learning process through ZPD.

Lev Vygotsky sociocultural theory is based on the human perception development. There are four basic assumptions between Vygotsky and Marx. Both the philosophers have similarity over one point and that is the emphasis on practical activity. Practical activity means "interaction between human and environment". Secondly, they share "functionalist" view that "shows what role an element has in a system of which it is involved". The third point is due to social relationship between human and environment, awareness is viewed as having reasoning developing character.

The other element described by Vygotsky and Marx is cultural and natural development. The cultural development refers to external development and natural development refers to internal. Vygotsky and Marx thought that these both developments take place all together yet they both have different characteristics. Furthermore, human development is consisting of two elements: social and natural. Social development is based on the effect of the social structures existing around individuals while natural development appears within the individuals.

THEORETICAL FRAMEWORK

The implementation of Lev Vygotsky sociocultural theory in Government Practicing Girls Higher Secondary School of Lahore was the major focus of this research with the perspective to provide learners with an opportunity to work collaboratively so that their speaking skills of English language could be improved. To reach the said purpose, the framework of this study focused on the collaborative language learning approach within a classroom setting. An experimental research was employed in this study for the purpose to examine the usefulness of collaborative learning towards developing motivation among students.

There are numerous reasons to implement scaffolding language learning approach. Firstly, learners were provided with implicit and clear instructions about the activities and tasks to facilitate classroom learning environment. Secondly, not merely the focus was on the instructions, but the students were also assisted with the support and guidance they needed in order to working on different activities and tasks within a collaborative environment. Thirdly, the task planning was based on the collective learning where the individuals support each other towards the task accomplishment. Quasi experimental research design was employed including pre-test and post-test. This experimental research is comprised of two variables, dependent and independent variables. Collaborative learning approach was implemented in this study as an independent variable to evaluate the effects on the communicative proficiency of the learners which were treated as dependent variable.

3.1 *Instrumentation*

Before the conduction of experimental study, a pilot study was carried out to avoid obscurity between the pretest of the experimental study and the posttest. The purpose of executing pilot test was to check the consistency and reliability of the activities that were later designed for experimental research. A sample size of 20 female participants was chosen randomly. Though, the sample selected only from the girls' school which means that no gender specific conclusions are the focus of this research. This

experimental study was employed after the conduction of this pilot study so that the feasibility of both the test could be measured. Following are the tools that were employed to carry out the experimental study:

a) Pretest
b) Treatment/Experimental Phase
c) Posttest

DATA ANALYSIS OF PRE-TEST SPEAKING SKILL ACTIVITIES
Group Discussion

The first activity was based on Group Discussion activity. In this activity the learners were supposed to discuss poem which they had already read and discuss previously during their traditional classes. Two poems Daffodils by William Wordsworth and Stopping by Woods on a Snowy Evening by Robert Frost were selected from their textbook. The students had clearly background knowledge and understanding of the poem before intervention. Though both the control and experimental groups overall performance towards speaking were very limited and unsatisfactory. They were not fluent while producing English sentences. Below the table clearly shows the difference between control and experimental groups performances.

Table 1

Participants of Group 1	Marks	Participants of Group 2	Marks
Mumtehna	4	Amna	0
Shanja	0	Sadia Bibi	3
Um-e-habiba	4	Maira	0
Khadija	6	Mahnoor	0
Mahnoor	3	Aleeha	2
Bisma	2	Maryam	4
Amna	3	Fatima	5
Alishba	5	Muskan	4
Sawera	6	Zeenat	7
Saima	4	Zunaira	3
Sidra	3	Alishba	6
Unza	6	Farah	4
Tania	4	Qudsiya	2
Amna	6	Shadab	6
Umra	0	Amber	5
Fatima	2	Alishba	4
Areeba	3	Zoya	4
Hifza	5	Sehrish	3
Anum	4	Imaan	2
Hafsa	3	Arooj	5

Independent sample T-test of the two groups in pre-test of Group Discussion

Groups	N	M	SD	T	Df	P
Experimental	20	3.65	1.785	.332	38	.538
Control	20	3.45	2.012			

To compare the speaking competency of the learners in control and experimental groups, an independent t-test was used in this study. Above the table indicates both control and experimental groups performance towards speaking and the data revealed that there was no significant difference between experimental group (M=3.65, SD=1.785) and control group (M=3.45, SD=2.012). Most of the learners were unable to speak in English. The sentences produced by the learners were ungrammatical. While summarizing the poem, sometimes grammatical structures provided by the learners made researcher difficult to understand what the student said, at other times pronunciation of the students made the understanding of the task hard. Mostly the learners memorized the content of the poem from their book.

Dialogue Presentation

Dialogue presentation was the next activity to assess learners speaking proficiency. In this task the learners were divided into pairs and they were supposed to present their roles. The topics were selected from their textbook English Grammar and Composition. They were given different roles such as teacher and student, brother and sister, tailor and customer, asking one's way, two students regarding Salat. A variety of topics were given to the learners, but they selected only two of them and those were teacher and student and brother and sister. While presenting their roles, they just memorized their lines from the textbook as they were unable to add sentences by their own. Below the table presents their performance regarding communicative skill.

Table 2

Participants of Group 1	Marks	Participants of Group 2	Marks
Mumtehna	6	Amna	0
Shanja	4	Sadia Bibi	0
Um-e-habiba	3	Maira	3
Khadija	7	Mahnoor	0
Mahnoor	2	Aleeha	2
Bisma	5	Maryam	5
Amna	4	Fatima	4
Alishba	7	Muskan	7
Sawera	4	Zeenat	6
Saima	6	Zunaira	7
Sidra	3	Alishba	5
Unza	4	Farah	6
Tania	6	Qudsiya	4
Amna	3	Shadab	7
Umra	5	Amber	2
Fatima	4	Alishba	5
Areeba	0	Zoya	4
Hifza	5	Sehrish	3
Anum	3	Imaan	7
Hafsa	5	Arooj	6

Independent sample T-test of the two groups in pre-test of Dialogue Presentation

Groups	N	M	SD	T	Df	P
Experimental	20	4.30	1.720	.228	38	.106
Control	20	4.15	2.390			

The learners had already practiced each role during their traditional learning process. They had enough knowledge and understanding of their topics before presented to the next time. But the results show that both control and experimental groups use limited vocabulary and incomplete sentences with unnatural pauses. They were unable to complete their roles and got stuck while presenting in front of the class. The data presented above showed that there was no significant difference in their performance for control group (M=4.15, SD=2.390) and experimental group (M=4.30, SD=1.720) before speaking intervention. During pre-test study both the group's performance towards communicative skill were observed to be unsatisfactory.

Data Analysis of Post-test Speaking Skill Activities
Group Discussion

It was the first communicative task in which students participated in both pre-test and post-test. As mentioned earlier two poems such as Daffodils by William Wordsworth and Stopping by Woods on a Snowy Evening by Robert Frost were selected to examine the performances of the learners. Before the implementation of scaffolding learning, the results presented in pre-test were unsatisfied as the learners were already discussed and read poems in their traditional classes. After implementing Vygotsky's collaborative language learning approach, it has been observed that learners can improve their speaking proficiency if the same model would apply for a longer period. The post-test data showed comparatively better results as they had in their pre-test. The data presented below reveals that learners of experimental group had improved their communication as well as fluency level. The following table represents the data as follow;

Table 1

Participants of Group 1	Marks	Participants of Group 2	Marks
Mumtehna	6.5	Amna	6
Shanja	7	Sadia Bibi	5.5
Um-e-habiba	7	Maira	5
Khadija	7.5	Mahnoor	6
Mahnoor	6	Aleeha	6.3
Bisma	8	Maryam	5.5
Amna	7	Fatima	6
Alishba	7	Muskan	6
Sawera	7.5	Zeenat	6
Saima	6.5	Zunaira	7
Sidra	7	Alishba	5
Unza	7	Farah	7
Tania	8	Qudsiya	6
Amna	7	Shadab	6.5
Umra	7	Amber	5
Fatima	7.5	Alishba	5
Areeba	6	Zoya	6
Hifza	6.5	Sehrish	7
Anum	6.5	Imaan	6.5
Hafsa	8	Arooj	5

Independent sample T-test of the two groups in post-test of Group Discussion

Groups	N	M	SD	T	Df	P
Experimental	20	7.025	.5955	5.464	38	.409
Control	20	5.915	.6862			

The performance of the two groups clearly shows that experimental group (M=7.025, SD=.5955) perform better than the control group (M=5.915, SD=.6862). While conducting experimental classes, the students were provided with an opportunity to share their ideas themselves first and then explain and discuss their understanding to the whole class. In this activity, students had the problem to utter correct sentences as they had not given the opportunity to communicate in the target language.

Dialogue Presentation

Dialogue Presentation was the second activity in which both the groups participated. In this task different roles were provided to the learners as mentioned above. They were required to choose their role and give presentation for five minutes. Most of the learners selected brother-sister and teacher-student roles. Though, while taking post-test of experimental groups, learners at least tried to communicate in English as they were more hesitated and reluctant during pre-test activities. They made effort to speak fluently and confidently. They were capable of using some vocabulary items that were relevant for their topic. Below the table shows learners performance in control and experimental group.

Table 2

Participants of Group 1	Marks	Participants of Group 2	Marks
Mumtehna	7	Amna	5.5
Shanja	6.5	Sadia Bibi	5
Um-e-habiba	7	Maira	6
Khadija	7	Mahnoor	6
Mahnoor	8	Aleeha	5
Bisma	5	Maryam	5
Amna	5.5	Fatima	7
Alishba	6	Muskan	6
Sawera	6	Zeenat	6.5
Saima	7	Zunaira	6.5
Sidra	7	Alishba	5
Unza	7.5	Farah	7
Tania	6	Qudsiya	7
Amna	5.5	Shadab	5
Umra	5	Amber	6
Fatima	6	Alishba	5
Areeba	6	Zoya	5
Hifza	7	Sehrish	5.5
Anum	8	Imaan	6
Hafsa	7.5	Arooj	7

Independent sample T-test of the two groups in post-test of Dialogue Presentation

Groups	N	M	SD	T	Df	P
Experimental	20	6.525	.9101	2.519	38	.403
Control	20	5.850	.7797			

The data presented above showed that the experimental group (M=6.525, SD=.9101) performed comparatively better than the control group (M=5.850, SD=.7797). After the implementation of collaborative language learning, the participants of experimental group had improved their confidence level to some extent, they made less mistakes, their facial expressions were better than before. Though they made grammatical mistakes, used limited vocabulary but at least they tried to produce sentences by their own. They were confused to present in front of the class as they were not used to give presentations in English language before. They had spoken ungrammatical structures which made difficulty to understand what they said.

Suggestions
In the light of the above findings, it is suggested that there would be a proper teaching-learning environment that facilitates the whole learning process. There are some suggestions which lead to improve the situation of English language teaching in our context. Firstly, the teacher should be trained in a way that they stop using old teaching methodologies and start implementing new teaching methods which direct learners towards effective communication skills. In public school most of the teachers use grammar translation method which does not provide learner an opportunity to speak in a target language. This is the reason that a learner has no command of English language and they utter broken sentences which does not make any sense at all. Secondly, oral activities must be included in the textbooks and the teacher make learners should practice those activities in classroom. These activities should be a part of exams as well so that they speak English confidently and fluently. Thirdly, curriculum should promote interactive language teaching/learning activities in the classroom which enhance learners' communicative skills and facilitates learning environment.

CONCLUSION
The purpose of conducting experimental study was to implement collaborative language learning in Govt Practicing Girls Higher Secondary School so that the learner's communicative competency is improved. To achieve the said purpose, this experimental research consists of three phases such as pre-test, experimental period and post-test. Pre-test helped researcher to examine learners existing ability regarding speaking skills of English language which based on traditional teaching methodology. It also helped to highlight the deficiencies of the learners regarding communicative skills. Once the deficiencies have been identified it was easy for the researcher to design such tasks that could help them to communicate fluently in the target language. During the pre-test, the learners seemed to be very shy and hesitant while communicating in English language. They clearly said that they had not given the opportunity to speak in a target language in front of the class before. That is why their performance towards English language was unsatisfactory and poor.

The next stage was experimental period in which the participants of experimental group were taught with the frame of collaborative language learning. They were given natural environment of learning through which they share and express their ideas confidently and fluently. The learners were given the opportunity to develop their ideas and present themselves in front of the class. They had given different tasks like group discussion, dialogue presentation, picture description and interviews which directly lead to their better communication skills. After examining their weaknesses regarding English language, these tasks were carefully chosen to improve their speaking competency.

At the end of experimental study post-test was held to examine the improvement of the learners as far as speaking was concerned. The purpose of post-test was to check whether this new teaching methodology would improve learner's communicative competency or not. The implementation of CLL approach allows learners to practice different tasks in natural environment and help each other when it is necessary. After that both the results of pre and post-test were compared so that the difference between pre-test and post-test could be highlighted.

Recommendation

As this study revealed that students can improve and perform better if they are taught in the same way. They can communicate more effectively if the teachers follow the guidelines of collaborative language learning. Overall, this study is quite important for the teachers to improve their teaching methodology and provide learners collaborative environment in which they can hear as well as speak in a target language. Moreover, this study needs to be researched further as it is only conducted in school. There is a need to conduct the study with the same model of teaching in college level too so that the students are provided with the opportunity to participate actively in collaborative language learning environment through which they can learn and communicate effectively in the target language. Furthermore, this research was carried out for three months only if the same model is employed for a longer period, it will give more valuable and effective results.

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